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ABSTRACT

Fourteen leading educators responded to a survey questionnaire asking them to list the 10 books or other works which they thought were the most important for elementary classroom teachers. An examination of the lists shows that a) there is a lack of unanimity among educational leaders as to what is most important for the elementary classroom teacher to read; b) that methods books are not considered to be the most important for classroom teachers; c) journal citations are few, indicating that national association publications may not be having their intended impact; d) leading contemporary educators did not suggest a large number of "classic" works in education; e) the lists do not reflect any prominent theme or thrust in educational literature today: and f) career, migrant, humanistic, and competency-based education did not receive any notable mention from the survey respondents. (The lists are included in the document.) (HMD)

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WHAT EVERY ELEMENTARY TEACHER OUGHT TO READ

(FOURTEEN OPINIONS)

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MARCH, 1974

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The current wealth of good literature in education is a great blessing for the teacher at all levels - high school, elementary school and college. For many teachers, especially the beginner, this horn of plenty presents a perplexing problem; with limited time or financial resources the new teacher may need guidance as to what literature would be most beneficial for him to read and, hopefully, to own.

Some excellent lists have been compiled by universities and educational associations, and many good bibliographies exist in a variety of textbooks. However, these lists are quite long, a bit impersonal and give little indication of how individual leaders in the field react to them. As an alternative, it was decided to repeat an old experiment, but on a limited scale. Many years ago, great men of literature were asked which twenty books they would want to have if only twenty could be saved. The resulting lists were quite fascinating and served as a good starting point for anyone wishing to begin a personal library or a reading program for general enlightenment.

This article reports the results of a similar survey. Twenty prominent educators were selected and asked, "If you had to identify the ten most important or useful books that an elementary teacher should own and study, what would they be?" "Book" was undefined to allow as much freedom as possible. Of the twenty persons surveyed, fourteen replied (two out of the five were out of the country) and one individual declined to participate. The fourteen who replied were (in alphabetical order):

(1) Dwight W. Allen, Dean
School of Education
University of Massachusetts
Amherts, Massachusetts 01002

(2) Paul C. Burns
Professor of Education
University of Tennessee
Knoxville, Tennessee 37916

(3) Maxine Dunfee
Professor of Education
Indiana University
Bloomington, Indiana 47401

(4) Lydia Gross (Ret.)
Director of Elementary Education
Lock Haven State College
Lock Haven, Pennsylvania 17745

(5) Robert L. Heichberger
Assistant to the President
State University College at Fredonia
Fredonia, New York 14063

(6) Maurie Hillson
Professor of Education
Graduate School of Education
Rutgers University
New Brunswick, New Jersey

(7) Madeline Hunter, Principal
University Elementary School
University of California
Los Angeles, California 90024

(8) Bruce R. Joyce
Professor of Education
Teachers College
Columbia University
New York, New York 10027

(9) J. Murray Lee
Professor of Elementary Education
Southern Illinois University
Carbondale, Illinois 62901

(10) J. D. McAulay
Professor of Education
The Pennsylvania State University
University Park, Pennsylvania 16802

(11) Robert M. McClure
Coordinator for Field Development
National Education Association
Washington, D.C. 20036

(12) Vincent R. Rogers
Professor of Education
The University of Connecticut
Storrs, Connecticut 06268

(13) Harold G. Shane
University Professor of Education
Indiana University
Bloomington, Indiana 47401

(14) E. Paul Torrance
Professor and Head, Department of Educational Psychology
University of Georgia
Athens, Georgia 30601

Since respondents were allowed to list less than ten books, some lists are short. Also, a few respondents went somewhat over the limit of ten by grouping certain books together or by listing alternatives; these lists are reported in full. Hopefully, readers will find at least a few items worth an investment in time or money. Following the individual lists is a compilation of those books and their frequency of selection. The reader will surely notice that the solicited opinions resulted in a great deal of diversity. Concluding the article are some findings and conclusions which seem to be suggested by this survey.

Following, then, are the lists:

Dwight W. Allen

1. Allen, Dwight W., et al. The Teacher's Handbook. Scott Foresman, 1971.
2. Brearley, Molly. Teaching of Young Children: Some Applications of Piaget's Learning Theory. Schocken Books, 1970.
3. Furth, Hans G. Piaget for Teachers. Prentice-Hall, 1970.
4. Hopkins, Lee B. Let Them Be Themselves: Language Arts Enrichment for Disadvantaged Children in Elementary Schools. School Book Services, 1969.

Dwight W. Allen (continued)

5. Peddiwell, J. A. Saber-Tooth Curriculum. McGraw-Hill, 1939.

6. Toffler, Alvin. Future Shock. Bantam, 1971.

7. Torrance, E. Paul and Myers, R. E. Creative Learning and Teaching. Dodd, Mead and Company, 1970.

Paul C. Burns

1. Arbuthnot, May H. Time for Poetry. Scott-Foresman, 1967.

2. Barbe, Walter Burke. Educator's Guide to Personalized Reading Instruction. Prentice Hall, 1961.

3. Bigge, Morris L. Learning Theories for Teachers. Harper Row, 1964.

4. Ekwall, Eldon. Locating and Correcting Reading Difficulties. Charles E. Merrill, 1970.

5. Glasser, William. Schools Without Failure. Harper Row, 1969.

6. Harris, Albert J. How to Increase Reading Ability. David McKay, 1970.

7. Holt, John. How Children Learn. Pitman, 1969.

8. Huck, Charlotte S. and Kuhn, Doris Y. Children's Literature in the Elementary School. Holt, Rinehart and Winston, 1968.

9. Kagan, Jerome. Understanding Children: Behavior, Motives and Thought. Harcourt, Brace, and Jovanovich, 1971.

10. Spache, George D. and Spache, Evelyn B. Reading in the Elementary School. Allyn and Bacon, 1973.

11. Spitzer, Herbert F. Teaching Elementary School Mathematics. Houghton Mifflin, 1967.

12. Stauffer, Russell G. Language Experience Approach to the Teaching of Reading. Harper Row, 1970.

Maxine Dunfee

1. Beyer, Barry K. Inquiry in the Social Studies Classroom: A Strategy for Teaching. Charles E. Merrill, 1971.

2. Frazier, Alexander. Open Schools for Children. Association for Supervision and Curriculum Development, 1972.

3. Greer, Mary and Rubenstein, Bonnie. Will the Real Teacher Please Stand Up: A Primer in Humanistic Education. Goodyear Publishing Company, 1972.

Maxine Dunfee (continued)

4. Henderson, George, ed. Education for Peace: Focus on Mankind. Association for Supervision and Curriculum Development, 1973.

5. Joyce, Bruce and Weil, Marsha. Models of Teaching. Prentice-Hall, 1972.

6. Logan, Lillian M.; Logan, Virgil G.; and Patterson, Leona. Creative Communication: Teaching the Language Arts. McGraw-Hill, 1972.

7. Raths, Louis E.; Harmin, Merrill; and Simon, Sidney B. Values and Teaching: Working with Values in the Classroom. Charles E. Merrill, 1966.

8. Shaftel, Fannie R. and Shaftel, George. Role Playing for Social Values: Decision Making in the Social Studies. Prentice Hall, 1967.

9. Weigand, James E. Developing Teaching Competencies. Prentice Hall, 1971.

10. Wisniewski, Richard, ed. Teaching About Life in the City: Forty-Second Year Book. National Council for the Social Studies, 1972.

Lydia Gross

1. Ashton-Warner, Sylvia. Teacher. Simon and Schuster, 1963.

2. Cole, Natalie R. The Arts in the Classroom. John Day, 1940.

3. Dewey, John. The Child and the Curriculum. University of Chicago Press, 1902.

4. Isaacs, Susan. Children We Teach: Seven to Eleven Years. Schocken Books, 1971.

5. Kohl, Herbert. Reading. How To: A People's Guide to Alternative Methods of Learning and Testing. E. P. Dutton, 1973.

6. Michaelis, John U. Social Studies for Children in a Democracy. Prentice Hall, 1963.

7. Smith, James A. Setting Conditions for Creative Teaching in the Elementary School. Allyn and Bacon, 1966.

8. Taba, Hilda. Curriculum Development: Theory and Practice. Harcourt, Brace, and Jovanovich, 1962.

9. Torrance, E. Paul and Myers, R. E. Creative Learning and Teaching. Dodd, Mead and Company, 1970.

10. Weber, Lillian. English Infant School and Informal Education. Prentice Hall, 1971.

Robert L. Heichberger

1. Anderson, Robert H. Teaching in a World of Change. Harcourt, Brace, and Jovanovich, 1966.

2. Bruner, Jerome. Toward a Theory of Instruction. Norton, 1968.

3. Callahan, Raymond E. Education and the Cult of Efficiency. University of Chicago Press, 1962

4. Cocking, Walter D. As I See It. Macmillan, 1955.

5. Deuel, Leo. The Teacher's Treasure Chest. Prentice Hall, 1956.

6. Goslin, Willard E. This Happened in Pasadena. Macmillan, 1951.

7. Highet, Gilbert. Art of Teaching. Knopf, 1950.

8. Olmsted, Michael. The Small Group. Random House, 1959.

9. Reid, Louis Arnaud. Philosophy and Education: An Introduction. Random House, 1965.

10. Whitehead, Alfred North. The Aims of Education and Other Essays. Macmillan, 1959.

11. Zerbes, Laura. Spurs to Creative Teaching. Putnam, 1959.

Maurie Hillson

1. Bloom, Benjamin S., et al. Handbook on Formative and Summative Evaluation of Student Learning. McGraw-Hill, 1971.

2. Frost, Joe L. and Rowland, C. Thomas. The Elementary School: Principles and Problems. Houghton Mifflin, 1969.

3. Furth, Hans G. Piaget for Teachers. Prentice Hall, 1970.

4. Good, Thomas L. and Brophy, Jere. Looking in Classrooms. Harper Row, 1973.

5. Hart, Leslie. Classroom Disaster. Teachers College Press, 1969.

6. Hassett, Joseph D. and Weisberg, Arline. Open Education: Alternatives Within Our Tradition. Prentice Hall, 1972.

7. Hillson, M. and Hyman, R. T. Change and Innovation in Elementary and Secondary Organization. Holt, Rinehart and Winston, 1971.

8. Moffett, James. A Student Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers. Houghton Mifflin, 1968.

Maurie Hillson (continued)

9. Noar, Gertrude. Individualized Instruction: Every Child A Winner. John Wiley, 1972.

10. Purkey, William W., Sr. Self-Concept and School Achievement. Prentice Hall, 1970.

Madeline Hunter

1. Cratty, Bryant J. Active Learning: Games to Enhance Academic Abilities. Prentice Hall, 1971.

2. Cratty, Bryant J. Intelligence In Action: Physical Activities for Enhancing Intellectual Abilities. Prentice Hall, 1973.

3. Frosting, Marianne and Maslow, Phyllis. Learning Problems in the Classroom: Prevention and Remediation. Grune and Stratton, 1973.

4. Glasser, William. Schools Without Failure. Harper Row, 1969.

5. Hunter, Madeline. Motivation Theory for Teachers. TIP Publications, 1967.

6. Hunter, Madeline. Reinforcement Theory for Teachers. TIP Publications, 1967.

7. Hunter, Madeline. Retention Theory for Teachers. TIP Publications, 1967.

8. Hunter, Madeline. Teach for Transfer. TIP Publications, 1971.

9. Hunter, Madeline. Teach More---Faster! TIP Publications, 1969.

10. Sanders, Norris M. Classroom Questions: What Kinds? Harper Row, 1966.

11. Seagoe, May V. The Learning Process and School Practice. Chandler Publishing Company, 1970.

Bruce R. Joyce

1. Bellack, Arno A., et al. The Language of the Classroom. Teachers College Press, 1966.

2. Hunt, Joseph McVicker. Intelligence and Experience. Ronald, 1961.

3. Jackson, Philip W. Life in Classrooms. Holt, Rinehart and Winston, 1968.

4. Kozol, Jonathan. Free Schools. Bantam, 1972.

5. Leonard, George B. Education and Ecstasy. Delacorte, 1968.

Bruce R. Joyce (continued)

6. Sarason, Seymour. The Culture of the School and the Problem of Change. Allyn and Bacon, 1971.

7. Shane, Harold G. and Goodlad, John I., eds. The Elementary School in the United States. The Seventy-Second Yearbook of the National Society for the Study of Education, University of Chicago Press, 1973.

8. Smith, Louis M. and Geoffrey, William. Complexities of an Urban Classroom: An Analysis Toward a General Theory of Teaching. Holt, Rinehart and Winston, 1968.

9. Wallen, Carl J. Competency in Teaching Reading. Science Research Associates, 1972.

10. Weber, Evelyn, ed. Primary Education: Changing Dimensions. Association for Childhood Education (International), 1965.

J. Murray Lee

1. Ashton-Warner, Sylvia. Teacher. Simon and Schuster, 1963.

2. Combs, Arthur W., chairman. Perceiving, Behaving, Becoming. Association for Supervision and Curriculum Development Yearbook, 1962.

3. Holt, John. How Children Fail. Pitman, 1964.

4. Lee, J. Murray. Elementary Education: Today and Tomorrow. Allyn and Bacon, 1972.

5. Raths, Louis E.. Meeting the Needs of Children: Creating Trust and Security. Charles E. Merrill, 1972.

6. Raths, Louis E.; Harmin, Merrill; Simon, Sidney B. Values and Teaching: Working With Values in the Classroom. Charles E. Merrill, 1966.

7. Rogers, Vincent R. Teaching in the British Primary School. Macmillan, 1970.

8. Silberman, Charles E. Crisis in the Classroom. Random House, 1970.

J. D. McAulay

1. Aries, Philippe. Centuries of Childhood: A Social History of Family Life. Alfred A. Knopf, 1962.

2. Ashton-Warner, Sylvia. Teacher. Simon and Schuster, 1963.

3. Bruner, Jerome S., et al. Studies in Cognitive Growth. Wiley and Sons, 1966.

J. D. McAulay (continued)

4. Cremin, Lawrence A. The Transformation of the School. Alfred A. Knopf, 1961.

5. Dewey, John. The School and Society. University of Chicago Press, 1915.

6. Pestalozzi, Johann H. Leonard and Gertrude. Heath, 1928.

7. Phenix, Philip H. Education and the Common Good; A Moral Philosophy of the Curriculum. Harper Row, 1961.

8. Rousseau, J. J. Emile. Teachers College Columbia, 1962.

9. Silberman, Charles E. Crisis in the Classroom. Random House, 1970.

10. Tannenbaum, Percy H. and Osgood, Charles E. The Measurement of Meaning. University of Illinois Press, 1967.

Robert M. McClure

1. Allen, Dwight W., et al. The Teachers' Handbook. Scott Foresman, 1971.

2. Bloom, Benjamin S. Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I, The Cognitive Domain. David McKay, 1956.

3. Brackenbury, Robert L. Getting Down to Cases; A Problems Approach to Educational Philosophizing. G. P. Putman's Sons, 1959.

4. Bruner, Jerome S. The Process of Education. Harvard University Press, 1960.

5. Dewey, John. Democracy and Education. Macmillan, 1916.

6. Glasser, William. Schools Without Failure. Harper Row, 1969.

7. Goodlad, John I. and Anderson, Robert H. The Nongraded Elementary School. Harcourt, Brace and Jovanovich, 1963.

8. Joyce, Bruce and Weil, Marsha. Models of Teaching. Prentice Hall, 1972.

9. Raths, Louis E.; Harmin, Merrill and Simon, Sidney B. Values and Teaching: Working With Values in the Classroom. Charles E. Merrill, 1966.

10. Schaefer, Robert J. The School As A Center of Inquiry. Harper Row, 1967.

Vincent R. Rogers

1. Ashton-Warner, Sylvia. Teacher. Simon and Schuster, 1963.

2. Coles, Robert. Teachers and the Children of Poverty. Potomac Institute, 1970.

Vincent R. Rogers (continued)

3. Dennison, George. The Lives of Children. Random House, 1970.

4. Dewey, John. The Child and the Curriculum. University of Chicago Press, 1902.

5. Glasser, William. Schools Without Failure. Harper Row, 1969.

6. Holt, John. How Children Fail. Pitman, 1964.

7. Mearns, Hughes. Creative Power: The Education of Youth in the Creative Arts. Dover, 1958.

8. Jackson, Philip W. Life in Classrooms. Holt, Rinehart and Winston, 1968.

9. Kozol, Jonathan. Death at an Early Age. Houghton Mifflin, 1967.

10. Lowenfeld, Viktor and Brittain, W. Lamber. Creative and Mental Growth. Macmillan, 1970.

11. Maslow, Abraham H. Toward a Psychology of Being. Van Nos Reinhold, 1968.

12. Montaigne, M. E. The Essays of Montaigne. AMS Press, 1967.

13. Neill, A. S. Summerhill: A Radical Approach to Child Rearing. Hart, 1960.

14. Nesbitt, Marion Belt. A Public School for Tomorrow: A Description of the Matthew F. Maury School, Richmond, Virginia. Dell, 1967.

15. Piaget, Jean and Inhelder, Barbel. Psychology of the Child. Basic, 1969.

16. Plowden Report. Children and Their Primary Schools, A Report of the Central Advisory Council for Education (England). Her Majesty's Stationery Office, 1967.

17. Read, Herbert. Education Through Art. Pantheon, 1943.

18. Rogers, Carl. Freedom to Learn: A View of What Education Might Become. Charles E. Merrill, 1969.

19. Sarason, Seymour. The Culture of the School and the Problem of Change. Allyn and Bacon, 1971.

20. Silberman, Charles E. Crisis in the Classroom. Random House, 1970.

Harold G. Shane

1. American Heritage Dictionary of the English Language. Dell, 1970.

2. Arithmetic handbook designed at the college level.

Harold G. Shane (continued)

3. Dale, Edgar. Audio Visual Methods in Teaching. Holt, Rinehart and Winston, 1969.

4. Historical Reference book.

5. Huck, Charlotte S. and Kuhn, Doris Y. Children's Literature in the Elementary School. Holt, Rinehart and Winston, 1968.

6. Nelson, M. A. A Comparative Anthology of Children's Literature. Holt, Rinehart and Winston, 1972.

7. Phi Delta Kappan.

8. Science handbook.

9. Shane, Harold G. and Goodlad, John I., eds. The Elementary School in the United States. The Seventy-Second Yearbook of the National Society for the Study of Education, University of Chicago Press, 1973.

10. Things to Make and Things to Do Book, dealing with arts materials.

E. Paul Torrance

1. Ashton-Warner, Sylvia. Teacher. Simon and Schuster, 1963.

2. Bruner, Jerome S. The Process of Education. Harvard University Press, 1960.

3. Cheifetz, Daniel. Theater in My Head. Little, Brown and Company, 1971.

4. Cole, Natalie Robinson. The Arts in the Classroom. John Day, 1940.

5. Glasser, William. Schools Without Failure. Harper Row, 1969.

6. Maslow, Abraham H., ed. Motivation and Personality. Harper Row, 1970.

7. Mearns, Hughes. Creative Power: The Education of Youth in the Creative Arts. Dover, 1958.

8. Rogers, Carl R. Freedom to Learn: A View of What Education Might Become. Charles E. Merrill, 1969.

9. Smith, James A. Creative Teaching of Language Arts in the Elementary School. Allyn and Bacon, 1973.

10. Torrance, E. Paul and Myers, R. E. Creative Learning and Teaching. Dodd, Mead and Company, 1970.

FINDINGS

The following books were identified most frequently, and the number of times each was listed appears in the second column.

Schools Without Failure. Glasser, William.	5
Teacher. Ashton-Warner, Sylvia.	5
Creative Learning and Teaching. Torrance, E. Paul and Myers, R. E.	3
Crisis in the Classroom. Silberman, Charles E.	3
Values and Teaching: Working With Values in the Classroom. Raths, Louis E.; Harmin, Merrill; and Simon, Sidney B.	3
Child and Curriculum. Dewey, John.	2
Creative Power: The Education of Youth in the Creative Arts. Mearns, Hughes.	2
Freedom to Learn: A View of What Education Might Become. Rogers, Carl.	2
How Children Fail. Holt, John.	2
Life in Classrooms. Jackson, Philip W.	2
Models of Teaching. Joyce, Bruce and Weil, Marsha.	2
Piaget for Teachers. Furth, Hans G.	2
The Arts in the Classroom. Cole, Natalie R.	2
The Culture of the School and the Problem of Change. Sarason, Seymour.	2
The Elementary School in the United States. Shane, Harold G. and Goodlad, John I., eds.	2
The Process of Education. Bruner, Jerome S.	2
The School and Society. Dewey, John.	2
The Teachers' Handbook. Allen, Dwight W., et al.	2

TABLE 1

Copyright Distribution of the 149 Recommendations
(145 specific titles and 4 general references
--see Harold Shane's list)

Copyright	Number of Books Recommended	% of Books Recommended
1970-73	58	40
1960-69	65	44.8
1950-59	13	9
prior to 1950	9	6.2

TABLE 2

Copyright Distribution of the Eighteen Books Recommended
by Two or More of Those Surveyed.

Copyright	Number of Books Recommended	% of Books Recommended
1970-73	7	38.9
1960-69	7	38.9
1950-59	1	5.5
prior to 1950	3	16.7

CONCLUSIONS AND QUESTIONS

After analyzing the fourteen submitted lists, the investigators suggest the following questions and conclusions:

(1) This survey demonstrated the lack of unanimity among leading educators as to the most important or useful books an elementary classroom teacher should read. Fourteen educators responded with 149 different titles, 119 of which appeared on only one of the lists submitted by those surveyed. No single work appeared more than five times; i.e., SCHOOLS WITHOUT FAILURE and TEACHER received maximum attention and were suggested on five different lists.

(2) Specific methods books were not frequent choices on the lists. The

investigators were somewhat surprised by this as most of those surveyed have made major contributions in specific discipline areas of the elementary school curriculum.

(3) As the investigators analyzed the suggested reading lists, they questioned where prospective elementary teachers would most likely encounter the books most frequently suggested. It appeared to the investigators that many of the suggested books (such as TEACHER, CRISIS IN THE CLASSROOM, SCHOOLS WITHOUT FAILURE, etc.) would most likely appear on bibliographies of educational foundations courses. Therefore, the investigators raise the following questions: (1) Should foundations work receive greater emphasis in teacher education? (2) Should considerable effort be made in teacher education to expose prospective elementary teachers to important and useful educational literature (for example, see Shane's list)?

(4) National professional organizations devote considerable effort, money and manpower to the publication of yearbooks, journals and special publications. Only three yearbooks (ASCD, NCSS, NSSE) were cited out of 149 titles on our lists. Have such publications made the impact intended by the national professional organizations?

(5) Although several "classic" books in education (such as Dewey's SCHOOL AND SOCIETY) were included on a few lists (for example, see J. D. McAulay's list), the investigators were surprised that such a small number of works usually considered "classics" were suggested.

(6) The overall lists did not seem to reflect any major themes or thrusts that seem to be prominent in educational literature today. For example, only two books were suggested concerning CBTE/PBTE. Other topics such as career education, migrant education, and humanistic education did not appear to receive noticeable attention.

The investigators realize that this list of questions and conclusions is not exhaustive. Surely many other interesting questions and conclusions can be, and perhaps should be, raised by the above lists. The reader hopefully will find some of his own.

APPENDIX

Copy of Letter Sent to Educators Surveyed

Many years ago, great men of literature were asked which twenty books they would want to have if only twenty could be saved. The resulting lists were quite fascinating and served as a good starting point for beginning a personal library or a reading program for general enlightenment.

The current wealth of good literature in education is a great blessing for the teacher at all levels - elementary school, high school, and college. But for many teachers, especially the beginner, this horn of plenty presents a perplexing problem: with limited time or financial resources the classroom teacher often needs guidance as to what literature would be most beneficial for him to read and, hopefully to own.

This letter is an attempt to conduct a survey, similar to that of old. Twenty prominent educators, such as yourself, will be selected and asked: "If you had to identify the ten most important or useful books that an elementary classroom teacher should own and study, what would they be?"

We do hope you will help us with our survey by completing the enclosed survey form. When you have finished the form, please sign it and return it in the enclosed self-addressed, stamped envelope. As soon as all surveys are returned and tabulated, the data will be shared with you.

Thank you.

Professionally,

William E. Schall
Associate Professor of Education

Matthew J. Ludes
Assistant Professor of Education

WES:MJL/pc
Encs.

Copy of Response Form

BOOK LIST

"If you had to identify the ten most important or useful books that an elementary classroom teacher should own and study, what would they be?"

	Author	Title	Publisher	Date
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Name _____

Position _____